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ABSTRACT

Two marketing games are described, "Le Marche Francais" and "El Mercado: The Mexican Market Comes to Life in the Spanish Classroom." Both are patterned after a published game entitled "Market: A Simulation Game." The adaptation in each instance relied on simplifying the original game and presenting it in a form understandable to middle school students and employing the target languages and bargaining customs as much as possible. Rationale, goals, materials, money, food cards, procedure, variation, vocabulary and cultural topics, and price lists are given. "Foreign Language Games," by Suzanne Bradford and others, a brief description of 29 games which follows the marketing games in this ACTFL collection, is not included here because it is already in the ERIC system as ED 125 243. (Author/RM)

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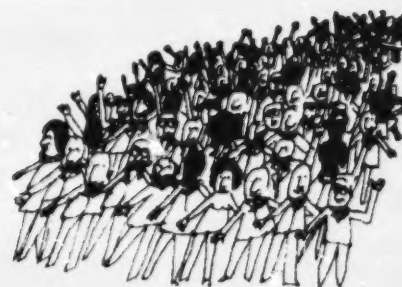
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GAMES FOR THE FOREIGN LANGUAGE CLASSROOM

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LE MARCHÉ FRANÇAIS

A Marketing Game

Nancy McMillan

and

EL MERCADO

The Mexican Market Comes to Life in the Spanish Classroom

Susan W. Madaras and Nancy McMillan

Both of these games are patterned after MARKIT: A SIMULATION GAME (Benefic Press, Westchester, Illinois). The adaptation in each instance relied on simplifying the original game and presenting it in a form understandable to middle school students and employing the target languages and bargaining customs as much as possible.

Both of these games were produced in graduate classes and workshops at Indiana University under the direction of Dr. Robert C. Lafayette.

Le Marché Français

A Marketing Game

Nancy McMillan

This game is patterned after "Market: A Simulation Game," Benefic Press, Westchester, Illinois. The game was prepared as a project in a graduate methods class taught by Dr. Robert C. Lafayette at Indiana University in the summer of 1974.

RATIONALE: This game has been developed to provide an enjoyable atmosphere of competition and interaction among students while they actively use foods vocabulary, numbers, francs, and bargaining in French.

- I. **STRUCTURE:** The students will be divided into two groups: teams of acheteurs and teams of vendeurs. The suggested group sizes are listed below but they may be varied to meet individual class needs.

For 16 students: 6 vendeurs and 10 acheteurs.

There will be 2 vendeurs on each selling team. There will be 3 markets.

There will be 2 acheteurs on each buying team. There will be 5 teams of buyers.

For 30-32 students: 15 vendeurs and 16 acheteurs.

There will be 3 vendeurs on each selling team.

There will be 5 markets.

There will be 2 acheteurs on each buying team.

There will be 8 teams of buyers.

- II. **GOALS:** The goal of the buyers is to purchase 4 complete meals in two brief shopping sessions. Two meals will be purchased in each session. It is important to be as thrifty as possible and to have as much money as possible left over after all of the purchases. The points will be awarded in the following manner: 6 points for every complete meal (viande, légumes, fruit, boisson, dessert), and 1 point for every card purchased. A perfect score is 44 points. The winner is that team which has the highest number of points and the most money left.

The goal of the sellers is to sell out of all the foods in the market and to earn as much money as possible. A 1-franc penalty is subtracted from the selling team's total earnings for each food item not sold. The selling team with the most money at the end of the final shopping session is the winner.

There will be a winner among the teams of acheteurs and a winner among the teams of vendeurs.

- III. **MATERIALS:** Each selling team receives 30 food cards which are dealt out randomly to each team, a suggested price sheet, a blank price sheet for posting their prices, and a 10-franc bank. The suggested price sheet shows the price the buyers expect to pay plus au moins and the blank price sheet gives the sellers the opportunity to vary their prices and to stimulate bargaining.

Each buying team receives a meal-planning sheet and a 32-franc allowance for food purchases. When a buying team makes a purchase it receives the appropriate food card from the selling team. The buying team's members must shop together and are not allowed to split up. The buying teams may make changes in their menus according to the foods available and their prices. It is important to bargain and to make thrifty purchases.

The selling teams may price their foods plus up to one franc or minus up to one franc from the suggested prices to encourage bargaining. There is a "built in" shortage of goods so the vendeurs have a slight advantage over the acheteurs in bargaining. At the same time the vendeurs have to try to sell all of their goods.

- IV. MONEY: The money used will be francs and the prices are based on the exchange rate of 1 franc equals 20 cents (U.S.). This is a French market situation.

For 16 students to play:

- 3 selling teams will receive 9 francs and 2 fifty-centime pieces each.
- 5 buying teams will receive 30 francs and 4 fifty-centime pieces each.

For 30 students to play:

- 5 selling teams will receive 9 francs and 2 fifty-centime pieces each.
- 8 buying teams will receive 30 francs and 4 fifty-centime pieces each.

V. FOOD CARDS:

For 16 students to play: There will be 90 food cards, 30 for each of three markets. There will be 3 cards for each food item. Examples: 3 poulet, 3 haricots verts, 3 vins, etc. There is a "built in" shortage of foods to encourage competition.

For 30 students to play: There will be 150 food cards, 30 for each of 5 markets. There will be 5 cards for each food. Examples: 5 jambon, 5 tartes, 5 pommes, etc.

- VI. PROCEDURE: The instructor should allow ten minutes or so for the selling teams to set up their markets and to arrange their prices. During this time the buying teams will be planning their meals for lundi and mardi. The buying sessions may be ten minutes or so each with a five-minute planning session in between for the meals for mercredi and jeudi. At the conclusion of the final buying session, the selling teams will count up their total money on hand and the winning team can be determined. In like manner, the buying teams will count up their points and their cash reserves to determine the winner.

To make the market situations as real as possible, the buying and selling can be conducted in French with the aid of a few key phrases that the students can employ. For example: Je voudrais acheter... Ça coûte cher. Ça coûte trop cher. Ça va. Je vais l'acheter. C'est bon marché. Combien coûte cela? Je n'ai pas beaucoup d'argent. J'ai une très grande famille. Il (elle) est de bonne qualité.

- VII. VARIATION: A useful variation of the market and bargaining idea may be carried out by having the students shop for articles of clothing using francs and the metric system of measurement.
- VIII. VOCABULARY AND CULTURAL "ASIDE" TOPICS TO BE INTRODUCED PRIOR TO THE PLAYING OF THE MARKETING GAME:
- Basic vocabulary on foods and the numbers 1-50.
 - The explanation of bargaining as a means of social interaction as well as an economic reality.
 - The hours a market may be in business. The custom of the large afternoon meal during which stores and banks are closed.
 - Description of a typical open market.
 - The contrast of the open market and the supermarché and department stores.
 - The rate of exchange of francs and dollars and the means of exchanging U.S. currency.

Sample Materials

The vendeurs get this price list.

VIANDE

le poulet _____

le jambon _____

le poisson _____

le bifteck _____

le porc _____

le foie _____

LÉGUMES

les petits pois _____

les haricots verts _____

les artichauts _____

FRUITS

les pêches _____

les raisins _____

les pommes _____

les poires _____

les abricots _____

les oranges _____

BOISSONS

le chocolat _____

le thé _____

le café au lait _____

les pommes de terre _____

les tomates _____

le chou-fleur _____

DESSERTS

le fromage _____

la glace _____

les crêpes _____

la citronnade _____

le vin _____

le coca cola _____

les galettes _____

le gâteau _____

la tarte _____

The acheteurs get this price list.

VIANDE

le poulet--3f.

le jambon--4f.50

le poisson--2f.50

le bifteck--5f.

le porc--4f.

le foie--4f.

LÉGUMES

les petits pois--1f.

les haricots verts--0f.50

les artichauts--1f.50

les pommes de terre--1f.

le chou-fleur--1f.

les tomates--1f.

DESSERTS

le fromage--0f.50

la glace--1f.50

la tarte--1f.50

FRUITS

les peches--1f.

les pommes--1f.

les raisins--1f.

les poires--1f.

les abricots--1f.50

les oranges--1f.50

BOISSONS

le chocolat--1f.

le thé--0f.50

le café au lait--0f.50

la citronnade--1f.

le vin--1f.

le coca cola--1f.50

les galettes--1f.

le gâteau--2f.

les crêpes

SCORES: 6 points per complete meal
1 point per card

1. You will be given 32 francs to buy 4 complete meals.
2. Please plan your meals for lundi and mardi. Then go buy the meals for these days and return to your seats.
3. Plan your meals for mercredi and jeudi and then go shopping.

The acheteurs get this planning sheet. (A full page for the game.)

	VIANDE	LEGUMES	FRUITS	BOISSONS	DESSERTS
LUNDI					
MARDI					
MERCREDI					
JEUDI					

The Mexican Market Comes to Life in the Spanish Classroom

Susan W. Madaras and Nancy McMillan

This game has been developed to provide an enjoyable atmosphere of competition and interaction among students while they actively use foods vocabulary, numbers, pesos, and bargaining tactics in Spanish. It is well-suited for middle school or junior high school students who are beginning their study of Spanish. It may be adapted for use at higher levels also. It may be easily used with classes of various sizes.

Rationale: This game has been developed to provide an enjoyable atmosphere of competition and interaction among students while they actively use foods vocabulary, numbers, pesos, and bargaining in Spanish.

Structure: The students will be divided into two groups: teams of Clientes and teams of Vendedores. The suggested group sizes are listed below but they may be varied to meet individual class needs.

For 16 students: 6 vendedores and 10 clientes

There will be 2 vendedores on each Selling team...

There will be 3 markets.

There will be 2 clientes on each Buying team...

There will be 5 teams of buyers.

For 30-32 students: 15 vendedores and 16 clientes

There will be 3 vendedores on each Selling team...

There will be 5 markets.

There will be 2 clientes on each Buying team...

There will be 8 teams of buyers.

Goals: The goal of the buyers is to purchase 4 complete meals in two brief shopping sessions. Two meals will be purchased in each session. It is important to be as thrifty as possible and to have as much money as possible left over after all of the purchases. The points will be awarded in the following manner: 6 points for every complete meal (carne, verdura, comida preparado, bebida, y postre), and 1 point for every card purchased. A perfect score is 44 points. The winner is that team which has the highest number of points and the most money left over.

The goal of the sellers is to sell-out all of the foods in the market and to earn as much money as possible. No penalty is counted for those selling teams that have foods left over in their markets. The selling team with the most money at the end of the final shopping session is the winner.

There will be a winner among the teams of compradores and a winner among the teams of vendedores.

Materials: Each selling team receives 30 foods cards which are dealt out randomly to each team, a suggested price sheet, a blank price sheet for posting their prices, and a \$25.00 bank. The suggested price sheet shows the price buyers expect to pay mas o menos and the blank price sheet gives the sellers an opportunity to vary their prices and to stimulate bargaining.

Each buying team receives a meal planning sheet and an \$80.00 allowance for food purchases. When a buying team makes a purchase, it receives the appropriate food card from the selling team. The buying team's members must shop together and are not allowed to split up. The buying team may make changes in its menu according to the foods available and their prices. It is important to bargain and to make thrifty purchases.

The selling teams may price their foods plus 2 or minus 2 from the suggested prices to encourage bargaining. There is a built-in shortage of goods so the vendedores have a slight advantage over the clientes in bargaining. At the same time, the vendedores have to try to sell all of their goods.

Money: The money used will be pesos and the prices are based on the rate of 1 peso - 8 cents (U.S.). This is a Mexican market situation.

For 16 students to play:

3 selling teams will receive \$25.00 pesos each.

(1-\$10, 2-\$5, 5-\$1)

5 buying teams will receive \$80.00 pesos each.

(4-\$10, 6-\$5, 10-\$1)

For 30 students to play:

5 selling teams will receive \$25.00 pesos each.

(1-\$10, 2-\$5, 5-\$1)

8 buying teams will receive \$80.00 pesos each.

(4-\$10, 6-\$5, 10-\$1)

Food Cards: For 16 students to play: There will be 90 foods cards, 30 for each of the three markets. There will be 3 cards for each food. Examples: 3-pollo, 3-ternera, 3-leche, etc.

There is a built in shortage of foods to encourage competition.

For 30 students to play: There will be 150 foods cards, 30 for each of 5 markets. There will be 5 cards for each food. Examples: 5-tacos, 5-tortas, 5-lechuga, etc.

Procedure: The instructor may allow 10 minutes or so for the selling teams to set up their markets and to arrange their prices. During this time the buying teams will be planning their meals for lunes and martes. The buying sessions may be 10 minutes or so each with a 5-minute planning session in between for the meals for miércoles and jueves. At the conclusion of the final buying session, the selling teams will count up

their total money on hand and the winning teams will be determined. In like manner, the buying teams will count up their points and their cash reserves to determine the winner.

To make the market situation as real as possible, the buying and selling can be conducted in Spanish with the aid of a few key phrases that the students could employ. For example: Me gusta comprar _____. Es caro. Es demasiado. Está bien. Voy a comprarlo. Es barato. No tengo mucho dinero. Tengo una familia grande. Es buena calidad.

A useful variation of this market and bargaining idea may be carried out by having the students shop for articles of clothing using pesos and the metric system of measurement.

Vocabulary and cultural aside topics to introduce prior to the playing of the marketing game:

1. Basic vocabulary on foods and the numbers 1-200 in Spanish.
2. The explanation of regatear as a means of social interaction and as an economic reality.
3. The hours a market may be open. The custom of the large afternoon meal with a few hours rest during which stores and banks are closed.
4. A description of a typical open market and the desire of the vendors to have their own puestos.
5. The contrast of the open market, and the super-mercado and department stores.
6. The rate of exchange between pesos and dollars and the means of exchanging U.S. currency.

	CARNES	COMIDAS PREPARADAS	VERDURAS	BEBIDAS	POSTRES
LUNES					
MARTES					
MIÉRCOLES					
JUEVES					

Vendedores

La Lista de Precios

Carnes

Pollo _____

Hamburguesa _____

Chuletas de Cerdo _____

Biftec _____

Ternera _____

Verduras

Maíz _____

Zanahorias _____

Judías verdes _____

Frijoles refritos _____

Lechuga _____

Tomates _____

Postres

Torta _____

Helado _____

Duraznos _____

Flan _____

Mango _____

Sandía _____

Comidas preparadas

Papas fritas _____

Tortillas _____

Sopa de chícharo _____

Arroz _____

Sopa de frijoles _____

Ensalada de Noche Buena _____

Tacos _____

Bebidas

Chocolate _____

Leche _____

Jugo de Naranja _____

Limonada _____

Café _____

Té _____

Cientes

La Lista de Precios

Carres

Pollo ___ 10 pesos
Hamburguesa ___ 8 pesos
Chuletas de Cerdo ___ 12 pesos
Biftec ___ 11 pesos
Ternera ___ 11 pesos

Verduras

Maiz ___ 3 pesos
Zanahorias ___ 2 pesos
Judías verdes ___ 3 pesos
Frijoles refritos ___ 2 pesos
Lechuga ___ 2 pesos
Tomates ___ 2 pesos

Pastres

Torta ___ 4 pesos
Helado ___ 3 pesos
Duraznos ___ 3 pesos
Flan ___ 4 pesos
Mango ___ 5 pesos
Sandia ___ 2 pesos

Comidas preparadas

Papas fritas ___ 4 pesos
Tortillas ___ 2 pesos
Sopa de chicharo ___ 3 pesos
Sopa de frijoles ___ 3 pesos
Arroz ___ 2 pesos
Ensalada de Noche Buena ___ 4 pesos
Tacos ___ 6 pesos

Bebidas

Chocolate ___ 3 pesos
Leche ___ 2 pesos
Jugo de Naranja ___ 2 pesos
Limonada ___ 2 pesos
Café ___ 1 peso
Té ___ 2 pesos

Scores: 6 points per complete meal
1 point per card

1. You will be given \$80.00 pesos to buy 4 complete meals.
2. Please plan your meals for lunes and martes. Then go buy the meals for those days and return to your seats.
3. Plan your meals for miércoles and jueves and then go shopping.

Sample Peso

1	1
P E S O	
1	1